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ABSTRACT

Encompassing the five years from 1970 through 1974, this annotated bibliography represents a search of materials relating to the evaluation of college or university professors from the points of view of administrators, colleagues or peers, and students. Most of the information included is from the student point of view and is directed at teacher effectiveness with some information about research, publication, and service. Items are listed by author and include journal articles, materials from ERIC, and books. The ERIC materials include ED numbers. (BD)

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AN ANNOTATED BIBLIOGRAPHY OF THE EVALUATION OF COLLEGE AND UNIVERSITY TEACHING EFFECTIVENESS

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INSTRUCTIONAL DEVELOPMENT PROJECT
SAN DIEGO STATE UNIVERSITY

SPRING 1975

by

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and

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SP009 462

AN ANNOTATED BIBLIOGRAPHY ON THE EVALUATION OF COLLEGE AND UNIVERSITY PROFESSOR EFFECTIVENESS

Limited to the five years from 1970 through 1974, this represents a search of materials relating to the evaluation of college or university professors from three points of view: administrator, colleague or peer, and student. Most of the information seems to be from the student point of view followed by colleague and then administrator and is directed at teacher effectiveness with some information about research, publication and service.

The materials searched were: ERIC (Educational Resources Information Center), Educational Index, CIJE (Current Index to Journals in Education), Bibliographic Index and the card catalog at San Diego State University's library. The descriptors used in this search were: Evaluation; Evaluation and college faculty; Evaluation of teacher effectiveness; Evaluation techniques; College faculty and administrator evaluation; College faculty; Teacher evaluation; College professors, Rating of; College professors and instructors, Rating of; and Self-evaluation.

This bibliography is divided into three parts: 1) The Journal articles, 2) The materials from ERIC, 3) Books.

A few articles could not be found in the library at San Diego State University but are included in a list on the last page.

Some information was rejected because the articles simply stated the opinion that evaluation should be done. Others discussed evaluation of materials, evaluation of elementary or secondary teachers, evaluations of special programs or curriculums, evaluation of administrators or public school systems.

Annotated Bibliography on Evaluation
Part 1 - Journal Articles

Aleamoni, Lawrence M. and Makonnen Yimer. "An investigation of the relationship between colleague rating, student rating, research productivity, and academic rating in rating instructional effectiveness." Journal of Educational Psychology, LXIV (June, 1973), 274-77.

Based on a study done at the University of Illinois (Urbana-Champaign campus) a questionnaire was sent to the faculty asking them to nominate or indicate three faculty deserving mention for good teaching. Two questionnaires were used, CEQ and The Advisor, plus information about publications. Results, discussion and data concerning relationship of publications to instructional and academic ratings to academic rank included and points out related items needing investigating.

Alvarez, Ronald A.F. "Evaluating college teaching (Research and Development)," American Education, IX (October, 1973), Back cover.

An article telling about a research study sponsored by the U.S. Office of Education and carried out by its Regional Research Program. Conducted at Georgia Institute of Technology as a basis for developing a device to measure teaching effectiveness. Basically the CIT (Critical Incident Technique) method was utilized. Digest of information available and prepared by PREP (Putting Research into Educational Practice).
PREP Report 34, Evaluating college classroom teaching effectiveness (OE-72-9), available from ERIC Documentation Reproduction Service
P.O. Drawer O
Bethesda, Md. 20014

Bassin, William M. "A note on the biases in students' evaluations of instructors," The Journal of Experimental Education, XXXXIII (Fall, 1974), 16-17.

A brief study that demonstrates that a significant pattern of bias is discernible in students' evaluations of instructors involving low grades and a high level of quantitative content.

Carstens, James C. "Steal this tool," American Vocational Journal, XXXXVIII (April, 1973), 77-79.

Performance goals in faculty evaluations is the subtitle for this instrument or framework for conducting an evaluation. Developed at The Center for Vocational and Technical Education, it contains many useful ideas.

Cook, J. Marvin. "Direct measurement of collegiate teaching effectiveness," Educational Technology, XII (June, 1972), 51-54.

Focuses on the evaluation of the university professor in his role of teaching students and points out the challenge of using direct measures of teaching effectiveness. Attempts to distinguish between teacher traits and skills, the measurement of effectiveness, the rating and evaluation of a teacher. Complete with definitions of terms and five specific steps involving student, faculty and administration the author feels would result in meaningful rewards.

Costin, Frank and others. "Student ratings of college teaching: Reliability, Validity, and Usefulness," Review of Educational Research, XXXXI (December, 1971) 511-35.

A close, critical look at the ratings given college professors by students, this is recommended as a complete, useful, honest summary for constructing data for the evaluation of teaching. Has bibliography.

Grant, Claude W. "Faculty allocation of effort and student course evaluations," The Journal of Educational Research, LXIV (May-June, 1971) 405-410.

A discussion of the interrelationship of two types of data obtained at the University of Utah, student evaluations of courses and faculty allocation of time distributed among academic activities. Data was subjected to treatment by analysis of variance procedures. Course evaluation following the model of Osgood's Semantic Differential Scales was printed on IBM data card size forms and included in pre-registration packets. Forms were sent to faculty for time allocation information. Discussion and results with footnote that tells where complete statistical data may be obtained.

Greenwood, Gordon E. and others. "Student evaluation of college teaching behaviors instrument: A factor analysis," Journal of Higher Education, XXXXIV (November, 1973), 596-604.

A study of student evaluations using this instrument to check students' knowledge of 'good teaching.' Many critics maintain that students do not know but this study's findings indicate that students do have knowledge of what constitutes 'good teaching.'

Harry, Joseph; Norman S. Goldner. "The null relationship between teaching and research." Sociology of Education, XXXXV (Winter, 1971) 47-60.

Analysis of the data from a survey of members of a university faculty and of student attitudes toward this faculty indicate no relationship between student-ratings of teaching and the teacher's scholarly activity. Student criteria seem based on teaching style. Includes a confusing statement on research.

Harvey, J. Noland; Donald G. Barker. "Student evaluation of teaching effectiveness," Improving College and University Teaching, XVIII (Autumn, 1970) 275-278.

Harvey and Barker did a study to "compare" students' gross subjective judgements and their responses to a typical rating scale. These are included in the article and called "elaborate instructor rating scales." Also includes other types of questionnaire forms along with the "significant" results.

Hind, Robert R. and others. "A theory of evaluation applied to a University faculty," Sociology of Education, XXXXVII (Winter 1974) 114-128.

A scholarly paper that examines evaluation processes at Stanford University.

A theory of evaluation and authority is applied to the system of evaluating a university faculty. Study is the baseline for the measurement of change in the system.

* Dornbusch, Sanford M and W. Richard Scott. Evaluation and authority (In process of publication)

Improving College and University Teaching, "Evaluation: Guide and Guardian," XXI (Winter, 1973)

The whole issue contains articles devoted to evaluation.

Kerlinger, Fred N. "Student evaluations of University professors," School and Society, LXXXXIX (October, 1971) 353-56.

Interesting article covering evaluations of professors by students. Presents reasons why evaluations should be done and by whom and how student evaluations should be used. Many ramifications, particularly hostility, can result hurting both student and professor if student evaluation is used to truly evaluate.

Kohlan, Richard G. "A comparison of faculty evaluations early and late in the course," Journal of Higher Education, XXXXIV (November, 1973) 587-95.

A study of the validity of student feedback and to try to learn about the faculty evaluation process. Results which are included show student evaluation to be valid but he urges another study be done.

Magid, Joel. "Evaluation of college teaching," Liberal Education, LVIII (December, 1972) 474-77.

The subtitle of this essay is 'Some practical suggestions on how to go about it' and they seemed worth including.

Mc Keachie, W.J. and others. "Student ratings of teacher effectiveness: Validity studies," American Educational Research Journal, VIII (May, 1971) 435-45.

Results of studies, trying to measure learning in conjunction with teaching effectiveness and evaluation by students. Author's basic hypothesis was that the "skill" factor would relate positively to teacher effectiveness as measured by student performance and included a difference between men and women teachers.

Meany, John O. and Frank J. Ruetz. "A probe into faculty evaluation," Educational Record, LIII (Fall, 1972) 300-307.

Two psychologists analyze current theories and empirical studies on present evaluative techniques. They offer what they consider to be an equitable approach to evaluation.

Review of Educational Research, "Educational evaluation," XXXX (April, 1970)

This whole issue is devoted to different aspects of evaluation within

several areas of education from curriculum to instruction that could contain some helpful information.

Rowland, Ray. "Can teaching be measured objectively?" Improving College and University Teaching, XVIII (Spring, 1970) 153-57.

A comprehensive review of the problems and criteria involved in the evaluation of teaching from student to colleague to self to administrator and stresses effort and cooperation.

Siever, Richard G. and others. "Role perceptions of department chairmen in two land grant universities," Journal of Educational Research, LXV (May-June, 1972) 405-10.

A discussion of the characteristics of effective departmental chairmen which includes both good and bad traits, also includes data and questionnaires.

Sharon, Ameil T. "Eliminating bias from student ratings of college instructors," Journal of Applied Psychology, LIV (June 1970) 278-281.

A study done as part of a doctoral dissertation which attempted to develop a relatively 'bias-free', forced-choice scale which could be used by college students to evaluate instructors.

Smock, H. Richard and Terence J. Crooks. "A plan for the comprehensive evaluation of college teaching, "Journal of Higher Education, XXXXIV (November, 1973) 577-586.

Offers a three part or 'tri-level' system with input from student, colleagues and department administrators. Level I - A concise, general, brief summary; Level II - Specific attributes of instructors and courses; Level III - Detailed diagnostic feedback. A helpful article with bibliography.

Stimart, Reynold P. and Alton L. Taylor. "Predicting excellence in college teachers: A vector algebra approach," The Journal of Experimental Education, XXXXII (Fall, 1973)

An interesting and novel concept is this procedure for predicting excellence in college teachers.

Statement on Teaching Evaluation. Committee C, AAUP, LX (June 1974) 168-170.

This statement was prepared by the Association's Committee C on College and University Teaching, Research, and Publication. Not intended as the definitive statement on reviewing and weighing all aspects of a faculty member's work but concerned with the teaching responsibilities. They felt the 'need to define service.'

Swanson, Richard A. and David J. Sisson. "The development, evaluation, and utilization of a departmental faculty appraisal system," Journal of Industrial Teacher Education, IX (Fall 1971) 64-79.

Study to develop and evaluate a university departmental faculty appraisal system (FAS), specifically to: develop a theoretically sound appraisal system, select or develop appropriate instruments, and develop a scoring system. Includes all data and a comprehensive but older bibliography.

Wilson, Robert C. and others. "Characteristics of effective college teachers as perceived by their colleagues," Journal of Educational Measurement, X (Spring, 1973) 31-37.

One of a series of studies done at the University of California, Berkeley, for the purpose of studying the dimensions faculty members associate with being a good teacher. Describes the instrument used, the sample and data reduction.

Part 2 - Materials from ERIC

Baker, Jack and Gail Langer Karwoski. "The MSA (Minnesota Student Assoc.) method of teaching evaluation." Abstract No. ED 091 988, Research in Education, 9:73, October, 1974.

Based on a 1964 study by Isaacson et al. (University of Michigan) a 102-page system of student evaluation was developed for use at any teaching faculty. The authors postulated that there are six "universal" dimensions of teaching that can be identified in diverse teaching situations. A random sample of senior students were asked to place "weights" on each of the six teaching behaviors, includes evaluation form, charts, tables, conclusions and recommendations.

Becker, Samuel L. "Evaluation of academic programs." Abstract No. ED 072 479, Research in Education, 8:28, November, 1973.

Developments in faculty organization and accountability are discussed separately in terms of implications for evaluation of academic programs and departments. Faculty organization is examined in relation to accessibility to and utilization of feedback data assessing their performance and effectiveness.

Blackburn, Robert T. "Tenure. Aspects of job security on the changing campus." Abstract No. ED 068 055, Research in Education, 8:67, February, 1973.

Report discusses criticism of academic tenure and examines literature that supports or refutes the criticism. The author feels current tenure practices does result in a group of faculty that will age and the percentage will increase but qualities like adaptability and productivity are not impaired by tenure status. Interesting research.

Centra, John A. and Robert L. Linn. "Student points of view in ratings of college instruction." Abstract No. ED 089 581, Research in Education, 9:87, August, 1974.

Investigates student points of view in their ratings of courses and instructors by analyzing responses within each of three classes and then tried to generalize the results by additional analyses.

Centra, John A. "Strategies for improving college teaching. Report 18." Abstract No. 071 616, Research in Education, 8:97, May, 1973.

Reports several ways to "improve or reform college instruction." Covers two opposite positions, those who feel the teacher is expected to be able to teach by whatever means possible (the major responsibility being on the teacher) and the other position that the burden is on the students with the teacher as facilitator. The aim is the same--improve teaching.

_____ "Self-ratings of college teachers: A comparison with student ratings." Abstract No. ED 069 701, Research in Education, 8:124, March, 1973.

Self-ratings of college teachers were investigated by comparing them to ratings of students. The sample consisted of 343 teaching faculty from five colleges. Teachers and students in one of their classes answered a 21-item questionnaire. The results are interesting and the author seems to imply that student ratings should be used to supplement the self-ratings of the teachers.

Cook, J. Marvin and Richard F. Neville. "The faculty as teachers: A perspective on evaluation." Abstract No. ED 054 392, Research in Education, 7:5, January, 1972.

Evaluation methods currently in use are reviewed and a recommendation for the implementation of an approach is made. Teaching effectiveness is defined as the study of teaching outcomes. Authors analyze the relative merits of measurement based on student performance (direct measurement) and measurement based on teaching activities (indirect measurement).

Fittante, Louis, C. and Evan R. Powell. "Classroom verbal behavior and student perceptions of college teaching." Abstract No. ED 090 857, Research in Education, 9:70, September, 1974.

A paper presented at a meeting of the American Educational Research Association (Chicago, 1974), this was a study to uncover relationships between what verbal interaction took place in college classrooms and the ratings of the professors by their undergraduate students on a rating form that was derived from several.

Geisert, Paul. "A discrepancy evaluation system for university professor 1973." Abstract No. ED 081 855, Research in Education, 9:149, January, 1974.

A model designed for evaluating professional activities which is a systematic process for reporting activities and a discrepancy evaluation for comparing goals and objectives outcome. This model assesses activity in ten categories including teaching and research with an evaluation involving ten basic steps such as percentage of effort setting up goals for the semester and nine more to reduce discrepancies in an ongoing program.

Gillmore, Gerald M. and Dale C. Brandenburg. "Would the proportion of students taking a class as a requirement affect student rating of the course?" Abstract No. ED 089 628, Research in Education, 9:93, August, 1974.

A research report on using the CEQ and The Advisor (instruments developed at the University of Illinois (Urbana-Champaign) to evaluate courses and instructors, includes charts, forms and data.

Graham, Margaret H. "The relationship between CEQ ratings and instructors's rank, class size, and course level." Abstract No. ED 076 147, Research in Education, 8:64, September, 1973.

A study conducted to determine if the tendency for faculty members of members of higher rank receive the highest ratings on the CEQ remained

when other variables were taken into account. This was done by means of multivariate analysis of variance (MANOVA). A 21-item bibliography is included.

Grasha, Anthony F. "Evaluation teaching: Some problems." Abstract No. ED 071 582, Research in Education, 8:93, May, 1973.

Describes many factors that need to be taken into account other than a teacher's activities and behaviors inside the classroom like fixed goals for a particular class, attitudes toward students, peers' attitudes towards him and others. Attempts to answer who should be doing the evaluating, the purpose of the evaluation and a follow-up evaluation. Specific questions are set up to help determine whether faculty should be given tenure or promoted.

Haehn, James O. "Is college teaching so bad that most professors ought to be sued for malpractice?" Abstract No. ED 072 731, Research in Education, 8:60, June, 1973.

Presents results of one item that was included on two surveys of California State Colleges professors to bring out attitudes about occupational satisfaction. In 1968, 7% strongly felt that college teaching was bad enough for suing while in 1970, 8% felt that way. Results seemed to indicate that faculty under forty years of age are unhappy while rank or field had no bearing.

Heyn, David R. "Development and validation of a sociometric instructor evaluation instrument and procedure. Final report." Abstract No. ED 086 077, Research in Education, 8:75, February, 1973.

Professors and courses at Austin College were evaluated sociometrically by almost 90% of full-time resident students. The three professors and courses they would most recommend and the three they would least recommend were listed. Faculty were asked to respond to a questionnaire devised to indicate credibility and defensiveness. There was some evidence that the procedure brought about changes in faculty attitudes. Applicable to all levels of teaching, the author feels this approach merits further research.

Hind, Robert E. and others. "The evaluation of University teachers: An application of a theory of evaluation and authority. Abstract No. ED 071 618, Research in Education, 8:97, May, 1973.

A paper reporting on an investigation of evaluation of teaching and research at Stanford University (School of Humanities and Science). This involved teaching and research plus colleagues, students, and administrators and all their points of view while maintaining that a balance between should be achieved involving many factors.

Kinnebrew, Elbert L. and Leo R. Day. "Staff evaluation, Sacramento City College, 1973." Abstract No. ED 088 543, Research in Education, 9:97, July, 1974.

A 31-page paper that relates "the efforts of Sacramento City College in performing evaluations of instructors, counselors, and the administrative staff or management team. The district and college philosophy, goals, objectives, standards, and procedural calendar--as related to staff evaluation are outlined." Details involved in the treatment of this data are provided in evaluation forms and data processing reference.

Kulik, James, A. and Stanford C. Erickson. "Evaluation of teaching. Memo to the faculty: Memo no. 53." Abstract No. ED 092 025, Research in Education, 10:78-79, October, 1974.

Evaluation procedures used within the system of The University of Michigan differ with the departments, schools or colleges. Student rating forms are used as each school or department feels best suits the purpose. Emphasis is placed on student ratings, sources of variation in the ratings, the use of them, ratings by colleagues, ratings by administrators, self-ratings, limitations of performance measures, and student achievement and ratings.

Nagel, Thomas S. and Lyra Paixao. "A study of student ratings of Elementary Education Instructors as San Diego State College." Abstract No. ED 053 192, Research in Education, 6:108, November, 1971.

Investigates differences among sixty-five instructors' performance according to their student rating. Compared were the instructors' employment situation (tenured or not) to professional rank. Four conclusions showing differences were listed.

Purohit, Anal and Jon A. Magoon. "The validity of student-run course evaluations." Abstract No. ED 047630, Research in Education, 6:66, June, 1971.

After reviewing literature of evaluations made by students, this is a discussion of three different evaluation questionnaires used in the years 1968, 1969, 1970 at the University of Delaware. Each form represents an attempt to make the ratings less susceptible to the "halo effect" which is defined. Several suggestions are offered for the improvement of the validity of the evaluation instruments.

Sherman, Barbara R. and Robert T. Blackburn. "Personal characteristics and teaching effectiveness of college faculty." Abstract No. ED 088 313, Research in Education, 9:67, July, 1974.

An inquiry to determine the degree of relationship between observed faculty personal characteristics and judged teaching effectiveness. Students in a liberal arts college rated faculty on the typical teaching evaluation instruments and on a semantic differential form. Data came 1,500 students on 108 faculty (86%). Findings seemed to suggest that improvement of teaching effectiveness may depend more on changes related to personality factors than on those involving classroom procedures. Urges further study be done in this area.

"Student evaluation of teaching. Presentations at a conference." Abstract No. ED 054 724, Research in Education, 7:50, January, 1972.

A pamphlet of two articles on student evaluation of instruction. The first by W.J. McKeachie "Research on student ratings of teaching" deals with reactions to his article in a AAUP Bulletin. He feels that the purpose of evaluating teaching is to improve learning and should be based only on that. The second article by George L. Fahey "Student rating of teaching, some questionable assumptions" deals with what he thinks are assumptions in student ratings and what these assumptions imply.

University survey of courses and teaching (USOCAT). Millard Fillmore College, Fall, 1972. Abstract No. ED 086 719, Research in Education, 9:175, May, 1974.

A standard format of 43 questions (a copy of which is included) of a survey of one-hundred seventy courses taught at Millard Fillmore (SUNY, Buffalo) during the 1971-72 year. Questions from a profile of class (student data) to the students opinions lead to student evaluations.

Voght, Karl E. and Harry Lasher. "Does student evaluation stimulate improved teaching?" Abstract No. ED 078 748, Research in Education, 8:72, November, 1973.

An investigation of the relationships between student evaluating and better teaching. A mandatory system of student assessment of teaching skills used at Bowling Green University is the frame of reference. Findings seem to infer that student evaluations had not contributed to better teaching. Shortcomings in the administration of the evaluation scheme and faculty attitudes and capabilities account for apparent failure of scheme to result in improved teaching.

Williams, Robert L. "The faculty work loan--alternate methods of evaluation." Abstract No. ED 051 791, Research in Education, 6:51, October, 1971.

A paper based primarily on an analysis of faculty workload at several midwestern universities. The workload is comprised of three assignments: teaching, research, and public service. This is discussed in terms of hours, and many other variables.

Part 3 - Books

Eble, Kenneth E. Professors as Teachers. San Francisco: Jossey-Bass, 1972.

This book grew out of the author's work with the Project to Improve College Teaching, developed during 1968-1969 and sponsored by the American Association of University Professors and the Association of American Colleges. Offers a series of positive proposals designed to reward and improve college instructors and enliven teaching. Contents include: recognition of teaching, evaluation and the improvement of teaching, student evaluation instruments and procedures, impact of student evaluation and faculty review. Two other works by the same author and also a result of the Project to Improve College Teaching and useful in evaluation are:

Career Development of the Effective College Teacher,

The Recognition and Evaluation of Teaching.

Lathrop, Peter Howland. Analysis of a method for evaluating teacher rating scales. San Diego, 1973.

A Master's thesis with the intent of trying to determine which behaviors student and faculty consider examples of effective teaching and to measure degree of agreement.

Miller, Richard I. Developing Programs for Faculty Evaluation, (A sourcebook for Higher Education). San Francisco: Jossey-Bass, 1974.

Not a revision of Evaluating Faculty Performance, but designed as a resource in the developing and maintaining of a faculty evaluation system. Strategies for developing, choosing criteria, using student evaluation, teacher evaluation case study, administrator evaluation and an extensive, annotated bibliography.

_____. Evaluating Faculty Performance. San Francisco: Jossey-Bass, 1972.

This is a book specifically for faculty evaluation with nine areas proposed for examining from teaching to research. Special attention to classroom teaching is given. Includes a list of appraisal forms--student, self, and administrator with a very complete, annotated bibliography.

Peterson, Ronald Harvey. Study of relationships between student ratings given professors and selected attitudinal and demographic characteristics. A thesis presented to the faculty of San Diego State College, May 1972.

The general purpose of this study was to gain insight into the evaluation of classroom teaching effectiveness through development and administration of a student-professor evaluation instrument. Specific purpose was to examine the relationship between student ratings given professors and selected characteristics. Limited to graduate students attending the School of Business Administration, San Diego State College.

Materials not in the library

Missing from shelves:

Boyd, C.H. "Faculty merit rating," Physical Education, XXVIII, (December, 1971) 203-205.

Braunstein, D.N. and G.J. Benston. "Student and department chairman views of the performance of university professors," Journal of Applied Psychology, LVIII (October, 1973) 244-49.

Hannon Ralph H. and others. "Teacher evaluation: A business approach," Journal of College Science Teaching, III (October, 1973) 76.

Not received in the library yet:

Welch, I. David. "From rules to responsibility," Colorado Journal of Educational Research, XIII (Winter 1974) 14-15.

Available at San Jose:

Thompson, Leslie M. "Trends in faculty evaluation in departments of English," ADE Bulletin, XXXVII (May 1973) 8-13.

The following books were checked out but seemed useful:

LB 2806 B24 Baldridge, J.V. Academic Governance. Research on institutional politics and decision making. Compiled and edited by J. Victor Baldridge. Berkeley, McCutchan Publishing Corp, 1971.

LB 2322 N33 1971 National Conferences on Higher Education, 26th, Chicago, 1971. New Teaching, New Learning, first edition, San Francisco, Jossey-Bass, 1971.

Contains good articles by J.G. Gaff and H.L. Hodgkinson.

LB 2333 W75 Wright, Penny Lou (Thesis) Developing student evaluation forms for assessing teachers, San Diego, 1973.